DOCUMENT RESUME

ED 192 460 EA 012 961

AUTHOR Hunter, Susanne M.
TITLE Evaluation of the Extra Administrative Assistance Given the Four Largest Secondary Schools in Vancouver. Section A. Research Report 79-01.
INSTITUTION Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.
PUB DATE Mar 79
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrative Change; Administrative Organization; Administrator Attitudes; Administrator Role; Administrators; *Assistant Principals; *Educational Administration; Management Development; Organizational Development; *Organizational Effectiveness; Questionnaires; Secondary Education
IDENTIFIERS *Vancouver Board of School Trustees BC

ABSTRACT

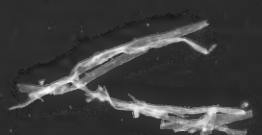
In March, 1977, the Vancouver, British Columbia, Board of Trustees responded to a need for administrative assistance in its four largest secondary schools by appointing Vice-Principal Interns in two schools, a Vice-Principal for Curriculum in a third school, and a School Business Assistant in the fourth. These two-year appointments were evaluated at the end of the second year to determine their effect and the implications for the schools of discontinuing the assistance. Staff members, administrators, educational specialists, students, parents, and teachers were surveyed in one or more of the schools affected. Results indicated that the assistance provided by the new personnel permitted regular administrators to make better use of their time; made task distribution and work loads more equitable for all administrators; allowed smoother operation; and improved communication between administrators, staff, students, and teachers. It was believed by those surveyed that discontinuation of the program would be detrimental on nearly all counts. Training offered the interns was regarded as valuable and effectively designed. Survey respondents also suggested means of improving the roles of the assistant administrators and outlined criteria for determining when secondary schools need assistance. Sample questionnaires constitute an appendix to this report. (Author/PGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192460

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. MacDonald

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

In March of 1977, the Board approved the establishment of the positions of Vice-Principal Intern, Vice-Principal - Curriculum, and School Business Assistant for two years, in response to the need for administrative assistance in the four largest secondary schools. The evaluation which was proposed for the end of the second year was to provide feedback to officials on

a) the effect that this extra assistance has had on the schools and,
b) the implications for the schools of discontinuing this assistance.

For this purpose, the opinions of the administration and staff of the schools involved were surveyed.

The results of the survey indicated that the extra administrative assistance had made a positive impact on the four schools involved. Some of the benefits accrued to these schools were: increased visibility and availability of the administration, improved communication, improved student and staff morale and better services to staff, students and parents. The major implication of discontinuing the assistance would be the loss of the benefits derived from having the assistance. The importance of continuing the administrative assistance to the schools was stressed.

TABLE OF CONTENTS

SECTION A

ABSTRACT page i

PURPOSE page A1

INTRODUCTION

Background page A1

Role Descriptions

1. Vice-Principal Intern - Killarney Secondary School page A2
2. Vice-Principal Intern (Half-time) - John Oliver Secondary School page A3
3. Vice-Principal - Curriculum - Vancouver Technical Secondary School page A3
4. School Business Assistant - Templeton Secondary School page A3

EVALUATION DESIGN

1. Killarney Secondary School page A6
2. John Oliver Secondary School page A6
3. Vancouver Technical Secondary School page A7
4. Templeton Secondary School page A7

RESULTS page A7

CONCLUSIONS page A10

APPENDIX - SAMPLE QUESTIONNAIRES page A13

SECTION B*- KILLARNEY SECONDARY SCHOOL

SECTION C*- JOHN OLIVER SECONDARY SCHOOL

SECTION D*- VANCOUVER TECHNICAL SECONDARY SCHOOL

SECTION E*- TEMPLETON SECONDARY SCHOOL

*These sections were compiled for use by the school; they are not being distributed.

PURPOSE

Evaluation of the extra administrative assistance given to the four largest secondary schools was proposed to provide feedback to officials on

a) the effect that this extra assistance has had on the schools and,
b) the implications for the schools of discontinuing this assistance.

INTRODUCTION

Background

In response to the Board's request for a more flexible solution to the problem of administrative assistance in the four largest secondary schools, the Vancouver Schools Administrators' Association recommended the establishment of the positions of Vice-Principal, Vice-Principal Intern and Building Manager. In March, 1977, the Board approved the following recommendation of Committee IV - Personnel and Staff Services:

> "That for a maximum of two years, effective September 1, 1977 -
>
> a) An additional position entitled vice-principal I be established at Vancouver Technical secondary school;
>
> b) A position entitled vice-principal intern be established at Killarney secondary school;
>
> c) Two half-time positions entitled vice-principal intern be established at John Oliver secondary school;
>
> d) A position entitled building manager be established at Templeton secondary school.
>
> AND FURTHER, that the position of vice-principal intern be assigned an annual allowance of $1,458.
>
> AND FURTHER, that the above positions be reviewed at the end of the first year, with a full report to the Board at the end of the second year."[1]

Interim reports from the Area Assistant Superintendents, the Principals of the schools involved, and one of the incumbents were circulated for information to Committee IV in July, 1978 and to the Board in August, 1978. At that time, Committee IV discussed the type of information it would like to receive in the final report. The following questions reflect the items discussed:

What duties are the people in the extra administrative positions performing?

---

[1] Minutes of the Board Meeting, March 21, 1977, p. 8.

How have the people in the positions of extra administrative assistance assisted in the operation of the schools?

How have the duties of the Principal and Vice-Principals been affected by the assistance?

What benefits have accrued to the four schools involved following the granting of this assistance?

What are the feelings of the staff, students and parents regarding this extra assistance?

What is the value of the administrative training offered to the Intern?

Does the duality of role of the half-time V.P. Intern - teaching and administration - create problems?

Several other questions were posed during the initial stages of the evaluation.

How could the roles of the people giving this extra administrative assistance be improved? What suggestions could be made to other schools developing similar roles?

What criteria should be used to determine if a secondary school has need of extra administrative assistance?

What are the implications for the schools of discontinuing the positions of extra administrative assistance?

It is proposed that the final evaluation will provide answers to all of the above questions.

Role Descriptions

The information that the researcher received, both verbally and in writing during interviews with the people in the positions of extra administrative assistance, has been used to construct the following role descriptions.

1. Vice-Principal Intern - Killarney Secondary School

As a full-time member of the administrative team at Killarney, the V.P. Intern performs duties similar to those of the other V.P.'s. Supervision of the Grade 8 students at Killarney is the major responsibility of the V.P. Intern; this task is comprised of disciplining students, counselling, conducting parent and teacher interviews, visiting classrooms and general supervision. With respect to the Grade 7 - 8 articulation program, the V.P. Intern coordinates the testing program, counsellor visits, student orientation meetings, Grade 7 parents' night, counsellor visits re Grade 8 placement, and meetings between Grade 7 and Grade 8 teachers. The V.P. Intern is responsible for supervising the assignment and maintenance of lockers and for investigating cases involving stolen property. The supervision of night functions, such as athletic events,

is a responsibility the Intern shares with the other administrators. Other duties of the V.P. Intern include being an administrative liaison with the Counsellors, the Students' Council and the Engineer-Custodians and maintaining a calendar of school usage and night rentals.

2. Vice-Principal Intern (Half-time) - John Oliver Secondary School

Two interns were assigned to John Oliver to work as half-time Vice-Principals, each teaching 50% of the time and spending 50% of the time performing administrative duties. Table AI lists the combined administrative activities of the two Interns with a short description of their responsibilities for each activity. It is important to note that each intern also teaches three blocks per eight day cycle (approximately 2 hours per day).

3. Vice-Principal - Curriculum - Vancouver Technical Secondary School

The position of V.P. - Curriculum was established at Vancouver Technical to

a) share the duties of the administrative team and
b) take the major responsibility for curriculum planning and development.

The administrative duties of the V.P. - Curriculum include interviewing new students, disciplining students, and supervising school functions and the building; these activities account for about 15 - 20% of his time. The remaining 80% of the V.P. - Curriculum's time is spent on the following curricular activities:

- evaluation of present school program
- improvement of on-going courses and programs
- planning of curricular change
- development of new courses and programs
- ordering new program materials
- developing program evaluation instruments
- implementing Project BUILD across the curriculum
- working with the Skills Development Centre staff
- liaison with alternative programs
- coordination of staff professional development
- planning for declining enrolment.

4. School Business Assistant - Templeton Secondary School

The position of School Business Assistant (S.B.A.) was established at Templeton to relieve the Vice-Principals of a number of their administrative tasks. The S.B.A. spends approximately 60% of his time administering the school book room. This task involves the ordering of textbooks, maintaining an inventory of prescribed and supplementary books, accounting for all monies received from students, bulk issue of books at the beginning of each semester and checking-in at the end of each semester, shipping of damaged books to the bindery and out-of-prescription books to the Overseas Book Centre, and supervision of students working in the book room during the summer. The S.B.A. spends 3 - 4 hours weekly submitting roll attendance cards to the Computer Centre and checking and distributing attendance print-outs to teachers. He

TABLE AI - Activities of the V.P. Interns (Half-time) at John Oliver

Activity	Description of Activity
A. Organization	
Forms K, B, I, J	The Interns coordinate the completion of these data collection forms.
Computer Reporting	One Intern is responsible for coordinating the production of four report cards per school year.
Rentals	This involves checking the availability of space and facilities for the V.S.B., confirming the rentals and making arrangements with clients.
Lockers	The Intern checks and assigns lockers in August, assigns lockers to new students and investigates locker break-ins.
Time-tabling	For the Intern involved, this includes sitting on a committee to hear proposals for new courses and the scheduling of classes.
Supervision	The Interns share with the other V.P.'s the responsibility of the supervision of students during lunch hours, after-school hours and extra-curricular activities.
Student Photos	The arrangements for student photos and subsequent retakes are coordinated by one of the Interns.
B. Student Services	
Discipline - Grades 8 & 9	Each Intern is responsible for a grade; this involves student discipline as well as parent, staff and counsellor conferences.
Time-tabling New Students	Each of 150 - 200 students who enters John Oliver during the school year is interviewed, assessed and time-tabled by one of the V.P. Interns or a full-time V.P.
Correspondence Courses	This involves supervising the students who are taking correspondence courses and invigilating during their exams.

Table AI, cont'd.

Activity	Description of Activity
Articulation Program	An articulation program was established and is coordinated by one of the V.P. Interns. The Intern is also responsible for Grade 8 orientation.
C. Curriculum	
Curriculum Planning	One of the Interns sits on the committee responsible for curriculum planning which involves studying the rationale, objectives and sequencing of programs.
Evaluation Procedures	As well as coordinating the computerized reporting process, one of the Interns is responsible for the closing mark procedures for permanent records. Both Interns comment on the report cards of the grade for which they are responsible.
D. Liaison	
Student Services	One of the Interns is the Student Services liaison person and has established a school-based team which meets weekly.
Student Council	One V.P. Intern meets weekly with the Student Council.
Parent Consultative Committee	The Interns regularly attend Parent Consultative Committee meetings to discuss school policies, procedures and programs.
O.K. West	One Intern maintains liaison with the staff of the alternative program, O.K. West.

assists the school accountant with the administration of the optional disbursement funds by preparing requisitions for reimbursement from the V.S.B. every two weeks. Approximately three hours per week are spent by the S.B.A. on reporting locker break-ins. Supervision of staff assistants is another major responsibility of the S.B.A., who handles the staff assistants' non-professional problems. Other duties that the School Business Assistant performs include:

- organizing, accounting and arranging for bus transportation
- delivery of shipments of supplies, books, etc.
- assisting in display of notices, posters, etc.
- coordinating the use of the P.A. system for assemblies, etc.
- assisting in the arrangements for staff and student photos.

The S.B.A. responds to frequent requests of the Principal and Vice-Principals.

EVALUATION DESIGN

It was proposed that the evaluation determine the effects that the extra administrative assistance has had on the secondary schools involved and the implications for these schools of discontinuing the positions of extra assistance. For this purpose, the opinions of the administration, staff, students and parents were sought on these issues. Due to the variety of duties performed by the people in the positions giving extra assistance and the variety of people with whom they have been in contact, specific evaluations as outlined below were designed for each school.

1. Killarney Secondary School

A two-part questionnaire was designed to collect the opinions of the Killarney administrators. Seven general questions comprised Part A (see Appendix A); Part B had one specific question for the Principal only. A stratified random sample of approximately 50 staff, including the office staff, nurse and custodian, received an open-ended questionnaire containing three questions (see Appendix A).[2] Since one of the major responsibilities of the V.P. Intern at Killarney was the articulation program, a short questionnaire was distributed to the principals of the feeder schools. Parent opinion was solicited through discussion of the topic at a Parents Consultative Committee meeting.

2. John Oliver Secondary School

A questionnaire, similar to the one designed for the administration of Killarney but with the addition of a question concerning the duality of the half-time V.P. Intern's role, was distributed to the Principal and V.P.'s. A random sample of 40% of the staff received a survey similar to the one used for Killarney. Parents' and students' opinions were collected at a Parents Consultative Committee meeting and a Students Council meeting, respectively.

---

[2] A letter from the Principal at Killarney accompanied the staff surveys (Appendix A).

3. Vancouver Technical Secondary School

The administrators at Vancouver Technical were surveyed with a questionnaire similar to the one used at Killarney but with the addition of several questions concerning curriculum. Questionnaires were distributed to all teaching staff at Vancouver Technical. The staff questionnaire was similar to the Killarney questionnaire but several items concerning contacts with the V.P. - Curriculum on curriculum matters were added. The opinions of some consultants, coordinators, and education officials who have had direct contact with the V.P. - Curriculum in his work at Vancouver Technical were also solicited.

4. Templeton Secondary School

The questionnaires distributed to the administrators and 30 randomly chosen staff members at Templeton were similar to the ones used for Killarney.

The V.P. Intern at Killarney, the two half-time V.P. Interns at John Oliver and the V.P. - Curriculum at Vancouver Technical also responded to a short questionnaire (see Appendix A).

RESULTS

Since the opinions of sixteen different groups were surveyed concerning the value of the extra administrative assistance given to the four largest secondary schools, a large quantity of information has been collected. The responses of the sixteen groups have been compiled and are presented in full and summarized in the following sections:

SECTION B - KILLARNEY SECONDARY SCHOOL
SECTION C - JOHN OLIVER SECONDARY SCHOOL
SECTION D - VANCOUVER TECHNICAL SECONDARY SCHOOL
SECTION E - TEMPLETON SECONDARY SCHOOL

Since each school has utilized the extra administrative assistance in a different way, a comparison between schools of the survey results has not been made. The results of the surveys as they pertain to the questions posed by Committee IV (see INTRODUCTION - Background p. A1) are summarized in the following section of the report.

1. What duties are the people in the extra administrative position performing?

The duties performed by each of the people in the positions of extra administrative assistance are detailed in the role descriptions provided in the INTRODUCTION to this report (see p. A2).

2. How have the duties of the Principal and Vice-Principals been affected by this assistance?

Sharing of the administrative duties has relieved the regular Vice-Principals to spend more time with students, on program and curriculum development and planning special events. The extra administrative assistance has relieved the Principal of some routine duties allowing the Principal more time to make classroom visits, to make more detailed and thorough teacher evaluations, to provide more educational leadership and to respond to increasing human management demands.

3. How have the people in the positions of extra administrative assistance assisted in the operation of the school?

This extra administrative assistance has resulted in a more equitable distribution of tasks and a more realistic work load for all members of the administrative team in the four schools. It has allowed the administration time to plan and organize rather than merely cope with crisis situations. Student problems and discipline are now handled more efficiently and effectively. The administrative assistance has allowed the administration time to provide more services to staff, students and parents, and to provide services often not supplied in the past.

4. What benefits have accrued to the four secondary schools involved, following the granting of this assistance?

The granting of extra administrative assistance to the four secondary schools has generally resulted in a smoother operation of the schools. The administration is more visible to staff and students and more involved in school issues. Communication between the administration and staff and between the administration and students has improved. Curriculum matters are, in general, receiving more attention in all four schools. The extra administrative assistance has improved communication with the elementary feeder schools for several of the secondary schools involved, and co-ordination of goals and sharing of information between the feeder schools and these secondary schools has been more effective. Numerous specific benefits have also accrued to the individual schools, e.g., the establishment of a student screening committee, and the successful implementation of Project BUILD.

For the schools involved, one of the greatest benefits to staff of having extra administrative assistance is the increased availability of the administrative team. Student problems are dealt with more promptly and thoroughly, often with a more personalized approach and with quicker feedback to the teacher. For several schools, the extra administrative assistance has led to more time for staff consultation, more effective staff professional development and improved staff morale.

Teaching staff were perceived to have benefited, at several schools, from the increased involvement of the Principal in observing classroom instruction and in assisting with instructional concerns. All schools reported that the extra administrative assistance had resulted in better services to teachers.

Students were also reported to have benefited from improved services. As a result of the extra administrative assistance, the administrators were more available to interact with students. Students' problems were dealt with more thoroughly and promptly, often on a more individual basis. This has resulted in a better knowledge of and relationship with the students and improved student morale. The improved articulation program in several schools has provided a smoother transition for students from elementary to secondary school. One school reported that improved communication with students at the Grade 8 level has resulted in fewer drop-outs and mid-term transfers.

Parents have also benefited from the increased accessibility of the administration. Communication with the home has improved resulting in a better relationship between the school and the community.

5. *What are the implications for the schools of discontinuing the positions of extra administrative assistance?*

Several of the schools involved predicted that the elimination of the extra administrative assistance would result in a decrease in morale, less communication with the feeder schools and fewer new programs and activities being initiated. The loss of the extra administrative assistance would result in an increased work load for the administrators, and a reduced quality of administration in all four schools. The administrative team at several schools would have to return to dealing mainly with crisis situations rather than long-range planning. Services provided by the administration would be reduced and problems would be dealt with less efficiently and effectively. Poorer communication and reduced administrative effectiveness in student and staff relations would ensue.

For staff, an implication of discontinuing the positions of administrative assistance would be the reduced efficiency and effectiveness with which problems would be handled and services performed. Several schools predicted that there would be an increase in demands on teaching and non-teaching staff to cover the essential services. There would also be less in-class supervision and assistance.

Students would also experience less efficient services. Students' problems would be dealt with less efficiently and effectively and with less personal attention. Parents would also experience a reduction in services and a decrease in the level of communication with the school.

6. What are the feelings of the staff, students and parents regarding this extra assistance?

At least half of the staff who responded in each of the four schools (approximately 90% in two schools) reported observing some positive effects of having the extra administrative assistance. Eighty-eight percent and 83% of the staff in two schools, and 43% and 25% in the other two schools, perceived that there would be some negative implications for the schools if the positions of extra administrative assistance were discontinued. (A variety of reasons may account for the differences in percentages, e.g., duties performed by the people in their positions and the degree of their involvement with staff.)

The students at the one school which invited student opinion had observed some minor changes as a result of having this extra assistance. The parents of the two schools were parent opinion was surveyed were not too knowledgeable about the roles of the people in these positions but were generally supportive of the program.

7. What is the value of the administrative training offered to the Interns?

Since they have been given the responsibility and authority of a regular V.P., the three people in the Intern position reported that the training has been a valuable experience and a valuable background for a more permanent position. The full-time V.P. Intern has had training in two different schools; he observed that the opportunity to experience two different roles, different student, staff and community problems and two different leadership styles and personalities, has contributed to his professional growth. One of the half-time V.P. Interns reported that the duality of the role - teaching and administration - has provided the opportunity to make the shift from the classroom to the administration a smooth, gradual transition.

8. Does the duality of the role of the half-term V.P. Intern - teaching and administration - create problems?

Having a half-time teaching load was seen to be an advantage for the V.P. Interns in that it provides the opportunity to work with students in a classroom setting and for students to see the Interns in a role other than disciplinarian. The teaching aspect of the role provides a "sanctity" from the pressures of administration and allows the Interns to meet students they probably would not see as full-time administrators.

The major disadvantage of having a half-time teaching load, as perceived by the V.P. Interns, is the interference of the two roles. The half-time V.P. Intern is not always available when situations arise and either the class or the clients may suffer temporarily. The lack of continuity in duties places more pressure on the V.P. Intern and makes communication among administrators difficult. Involvement in community activities is

not always possible with a half-time teaching load. Being part-time administrators, the half-time V.P. Interns found it difficult to split their time and emotional involvement.

The administrative team members of the secondary school with the two half-time V.P. Interns agreed that two half-time positions were less effective than one full-time position would be.

9. *How could the roles of the people giving this extra administrative assistance be improved? What suggestions could be made to other schools developing similar roles?*

Suggestions for improving the roles of the people giving the extra administrative assistance included making the two half-time positions into one full-time position, making the job permanent and increasing the compensation. A clearer delineation of duties and frequent assessment and realignment of roles and functions performed were also suggestions for improvement. A rotation of the Interns among the larger schools was suggested to broaden their experiences.

Utilizing the concept of an administrative team and clearly defining the duties of the position to reflect the needs of the school were two suggestions for other schools developing similar positions. The need for strong administrative team communication was stressed.

10. *What criteria should be used to determine if a secondary school has need of extra administrative assistance?*

The following criteria (considerations) have been suggested by the administrators of the four secondary schools involved in the program:

1) special needs/problems of the school
2) size of the school population
3) multiplicity/complexity of programs
4) type of school population, e.g., S.E.S. of the community
5) physical plant (size of buildings)
6) complexity of the organization
7) school usage/use by community
8) health and vigor of administration/involvement of administrators in out-of-school activities.

CONCLUSIONS

The extra administrative assistance given to the four largest secondary schools has made a positive impact on the schools involved. All of the administrators surveyed and at least half of the staff respondents observed some positive effects on the schools of having the extra administrative assistance. Sharing of the administrative duties has allowed the administration time to plan and organize rather than to cope with crises, handle students' problem efficiently and effectively and to provide more

(different) services to staff, students and parents. The extra administrative assistance has resulted in

- a smoother operation of the schools,
- increased visibility and availability of the administration,
- improved communication,
- more attention being given to curriculum,
- improved student and staff morale, and
- better services to staff, students and parents.

The major implication for the schools of discontinuing the extra administrative assistance would be the loss of the benefits derived from having the assistance. It was predicted by administrators and staff that the elimination of this assistance would lead to

- an increased work load for administrators,
- a reduction in the quality of administration,
- a reduction in services provided, and
- poorer communication.

All of the administrators and some of the staff respondents stressed the importance of continuing the administrative assistance to the schools.

APPENDIX

SAMPLE QUESTIONNAIRES

1. Administration questionnaire
2. Staff questionnaire
3. Intern questionnaire
4. Killarney Principal's letter

The questionnaires utilized to survey the opinions of the Killarney administration, staff and Intern have been included here as sample questionnaires. The instruments used at the other three schools are similar to Killarney's with the addition of some specific questions.

EVALUATION OF THE POSITION OF V.P. INTERN AT KILLARNEY

ADMINISTRATION QUESTIONNAIRE

PART A - TO BE COMPLETED BY PRINCIPAL AND V.P.'S

1. a) For what purpose(s) was the position of V.P. Intern established at Killarney?

_____

_____

b) How has this position been utilized at Killarney? _____

_____

_____

_____

2. What impact has the establishmen. in 1977 of the position of V.P. Intern had on the school administration? _____

_____

_____

teaching staff? _____

_____

_____

other staff? _____

_____

_____

students? _____

_____

_____

parents? _____

_____

_____

on the feeder schools? _____

_____

_____

3. How effectively has the role of the V.P. Intern fulfilled the purpose(s) for which the position was established?

Very Effectively	Quite Effectively	Effectively	Somewhat Effectively	Not at all Effectively
☐	☐	☐	☐	☐

3. cont'd

In what way? _____

_____

_____

4. What suggestion would you have

a) for improving the role of the V.P. Intern in your school? _____

_____

_____

b) for other schools developing a similar position? _____

_____

_____

5. What are the implications of discontinuing the position of V.P. Intern

a) for the school in general? _____

_____

_____

b) for each of the following groups?

administration _____

_____

teaching staff _____

_____

other staff _____

_____

students _____

_____

parents _____

_____

feeder schools _____

_____

6. What criteria should be used to determine if a secondary school has need of extra administrative assistance? _____

_____

_____

_____

7. Other comments: _____

_____

_____

_____

_____

EVALUATION OF THE POSITION OF V.P. INTERN AT KILLARNEY

STAFF QUESTIONNAIRE

Position:

a) Teaching Staff

- Teacher (regular classroom assignment) ☐
- Teacher (special class assignment) ☐
- Department head ☐
- Other (please specify) _____ ☐

b) Non-teaching Staff

- Office staff ☐
- Nurse ☐
- Custodial staff ☐

1. What changes have you observed at Killarney as a result of the establishment of the position of V.P. Intern in 1977 (for example, greater visibility of administration)? _____

2. If the position of V.P. Intern were discontinued in the future, what do you feel the implications would be for Killarney? _____

3. Other comments: _____

EVALUATION OF THE POSITION OF V.P. INTERN

Intern Questionnaire

1. In your perception, what impact has the addition of the role of V.P. Intern had on the administration (V.P.'s and Principal) of your school? What other groups have been affected by the role of the V.P. Intern and in what way?

2. How do you feel the role of the V.P. Intern is perceived by staff, students and parents?

3. What suggestions would you make -

a) for improving the role of the V.P. Intern in your school?

b) for other schools developing a similar position?

4. Do you feel the administrative training you have received in the position of V.P. Intern has been of value to you? In what way?

5. What are the advantages and disadvantages of the dual role - teaching and administration - of the half-time V.P. Intern?

6. Other comments:

KILLARNEY SECONDARY SCHOOL

6454 Killarney Street
Vancouver, B.C. V5S 2X7
Telephone: 435 8121

February 23, 1979

QUESTIONNAIRE - VICE PRINCIPAL INTERN

A number of staff have been randomly selected to complete a questionnaire on the position of vice-principal intern at Killarney. We would very much appreciate your completing the form thoughtfully and returning it in the enclosed envelope to Mrs. Jeffrey who will forward it to the Vancouver School Board by February 28. We would, of course, like to have the position continued; your responses will help.

It should be noted that it is not just the role of the intern that is to be commented on but the effect it has had on the administrative team. Areas to be noted might include:

1. Availability to deal with emergent as well as continuing problems. Hours of coverage 6:45-5:15, evenings etc.
2. Promptness and effectiveness of dealing with problems; better "feedback".
3. Supervision of instruction in classroom; knowledge of what is happening in classroom; supervision and selection of substitutes.
4. Organization: opening and closing procedures, reporting, daily routines, timetabling.
5. Articulation with elementary schools.
6. Organization and promotion of special events eg. Open House, Fun Run, etc.
7. Procurement of resources, financial and human.
8. Assistance with and supervision and promotion of extra-curricular program.
9. Program development - eg. Reading Centre, P.E. Fitness course, plastics, Basics, Joyce Centre, etc.
10. Professional Development program - awareness of new programs and trends in education - support for staff to join committees and attend in-service.
11. Communication - in school and with community.
12. Involvement of students and staff; student and staff morale.
14. Administration's knowledge of pupils and problems for early conflict resolution.

M. Sugimoto
Principal